**Y2: Summer Non-Fiction: Recounts**

Unit 5

**Composition: Writing recounts**

***Teacher Notes***

**Essential texts – *This should have been read in the Core Unit (Unit 1)***

**Maisie’s Dragon by Philippa Danvers** (see resources)

* The recounts that children (and you!) write in this unit can include an imaginary element. This may help children who don’t feel that they have anything worth writing about.
* Before you start this unit, decide on your audience for these recounts as this will affect your presentation expectations on Day 4. Recounts could be shared with another class, with parents/carers, with governors or other adults, displayed, or compiled into a class collection.
* You will need to be ready to write your own recount. You will need your own answers to the Recount Questions for the plenary on Day 1; to develop a set of events on Day 2 and to model writing a draft on Day 3. Sometimes it is helpful to have already written a version before going through the modelling process as this can help you to write and think aloud more confidently.
* If you have used Unit 2 and Unit 4, there are opportunities to apply the grammar in this Unit. You may want to display the **Grammar Posters from Unit 2 and Unit 4** on your Working Wall to remind children about what they learnt.
* You will want to decide what sort of feedback to give between Day 3 and Day 4. If it is purposeful, then you could give individual written feedback on children’s drafts. Alternatively you could read all their drafts and offer some general feedback to the class.
* For Day 4, you need a child’s work to use to model making improvements. Do talk to them about this before you use it, explaining why you have chosen it and asking their permission.

**SCROLL DOWN FOR TEACHING**